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ABSTRACT

Primary education in Indonesia is described in this study. Chapter One takes up several topics, including the historical background of educational development, basic direction and policy, general organization of the school system, organizational structure, primary school management, teaching staff at primary schools, educational supervision, supply of textbooks and teaching materials, in-service teacher education, supply of primary school buildings, and the participation of citizens at the local level. Chapter Two discusses enrollment, standards for primary schools, curriculum development, and out-of-school education. Chapter Three focuses on national policy and planning for universal primary education, giving particular attention to legal foundations, strategies, drop-outs and grade repetition, teacher education, plans for school building provision, and language used as the medium of instruction. Chapter Four describes significant new developments and programs concerning Teacher Training Institute Laboratory primary schools, formal and non-formal education within the frame of compulsory education, primary school administration, and methods of promotion and appointment in teacher functional posts. Related charts and tables are appended. (RH)

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Asian Programme of Educational Innovation for Development

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Towards Universalization of Primary Education in Asia and the Pacific

Country Studies

INDONESIA

PS 016074

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This volume is one of a series of National studies of the progress being made towards the universalization of primary education undertaken by the following Member States:

Bangladesh	Papua New Guinea
China	Philippines
India	Republic of Korea
Indonesia	Socialist Republic of Viet Nam
Nepal	Sri Lanka
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Preface

Universalization of primary education (UPE) is one of the major priority goals of countries in the region of Asia and the Pacific. The developing countries in particular, are now vigorously engaged in the formulation and implementation of policies, plans and programmes aimed at making adequate and suitable opportunities for primary education available as soon as possible for all children and young people.

In 1983, as part of a major project under the Asian Programme of Educational Innovation for Development (APEID) on the Universalization of Education, 12 countries in the region undertook national studies. The national studies were conducted to analyse the stage reached by the countries in UPE, and the problems encountered by them in providing educational opportunities to all children at the primary level; to review significant new and current developments in programmes and projects which the countries have undertaken in order to expand and improve primary education; and to contribute to achieving the target of primary education for all children. The studies were conducted by national institutes and professional groups under the guidance of high level committees of the Ministries of Education in the respective countries.

On completion of the national studies, a Regional Review Meeting was held in November 1983 which undertook an in-depth analysis of the methodologies of the national studies and examined their findings. The meeting also made suggestions for improving and updating the national studies tabled for review.

Following the recommendations of the review meeting, study teams in the participating countries have revised and updated the national studies. The present publication is an outcome of the collaborative and co-operative efforts of the member countries in understanding the progress made in the universalization of primary education, the nature and extent of problems and issues and their implications for achieving UPE in the region before the end of this century.

This series which provides a comparative view of the position of and progress made in UPE has been published with the view that the countries in the region, in their bid to step up measures for UPE, will find the information, experiences and conclusions useful in pursuing the goal of 'education for all' with a new vigor by drawing on the experiences of other countries with the same goals and objectives.

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Chapter One

A PICTURE OF PRIMARY EDUCATION IN INDONESIA

Historical background of educational development

Before the seventeenth Century education in Indonesia along with the development of its era, was of religious character. There was a time that it was based on Hinduism, a time that it was based on the Moslem religion, and a time of a mixture of Moslem and Christian religions. Below is a description of education in Indonesia from era to era.

The Dutch colonial era (until 1942). Education in Indonesia in the form of general education schools, as found nowadays, has existed since 1605.[1]

These were Christian-oriented private, general schools, and served only the European community. Not until 1817, after the Dutch ruled Indonesia again, was the first public primary school in Jakarta (Batavia) established, specially for European children.[2] The primary schools for the indigenous children were not established until 1848, when there were 20 schools.[3]

By 1940 there were a variety of primary schools which was unfortunate as it created walls separating one school from the other. The types of primary schools and normal schools existing at that time were:

1. *Village school* with a three year programme. The medium of instruction was the local dialect, and the subjects taught were the 3Rs. Village schools usually had only two teachers and two classrooms.

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1 Ministry of Education and Culture. Indonesia Education from era, BP3K ,page 44-45

2 Ibid, page 50

3 Ibid, page 51

2. *Second indigenous schools* with a five-year programme. Grades I, II and III followed the same curriculum as that of the village schools, while in grades IV and V Malay, history, geography, biology and simple physics were taught.

3. *Continuation school* with a two-year programme after village school. The education programme was the same as in grades IV and V of the second indigenous school.

4. *Dutch indigenous primary school (HIS)* with a seven-year programme. After the second grade the medium of instruction was Dutch. The education programme was the same as that of the second indigenous school, but extended and taught in Dutch. Only selected indigenous children were admitted to this school. The indigenous primary schools were established in big cities and differed in name according to the school's location.

In Java, for instance, they were called the Dutch Javanese Schools, and in Kalimantan the Dutch Dayak Schools.

5. *Dutch Chinese primary school (HCS)* This was a primary school for Chinese citizens. The education programme, length of study, and medium of instruction were the same as the Dutch indigenous schools but the medium of instruction was Dutch starting from grade I.

6. *Dutch Arabic primary school (HAS)* This school was the same as the Dutch Chinese Primary School but for Arab citizens.

7. *European primary school* with a seven-year study programme. This school was meant for European children, especially Dutch children. Indigenous children with certain qualifications were also admitted.

8. *Link school 'A'* with five-year study after the village school or grade III of the second indigenous school. This school was meant as a link between Malay medium schools and Dutch medium schools. The stress was on mastering the Dutch language and adjustment of the education programmes of the second indigenous school and the Dutch indigenous schools.

9. *Link school 'B'* with a four-year programme after the second indigenous school or the continuation school. The objective of this school was the same as that of Link School 'A'.

Teacher training schools were also highly specialized in that entrants came from a particular school programme and upon graduation could generally only return to teach in the same kind of school. (Figure 1).

The Japanese occupation era (1942-1945) Several important changes were made in the development of education in Indonesia during the Japanese occupation. With the support of prominent Indonesian educators, the Japanese government decided to:

a) Eliminate the existing various primary schools and make them into six-year and three-year primary schools;

b) Use Indonesian as the medium of language for all schools;

c) Discard all Dutch textbooks and translate them into Indonesian; and

d) Replace Dutch language lessons with Japanese language lessons starting in grade I of primary school.

With the simplification of primary schools, the teacher's schools consequently experienced changes too. There were only three types of teacher's schools then:

a) The two-year teacher school;

b) The four-year teacher school; and

c) The six-year teacher school.

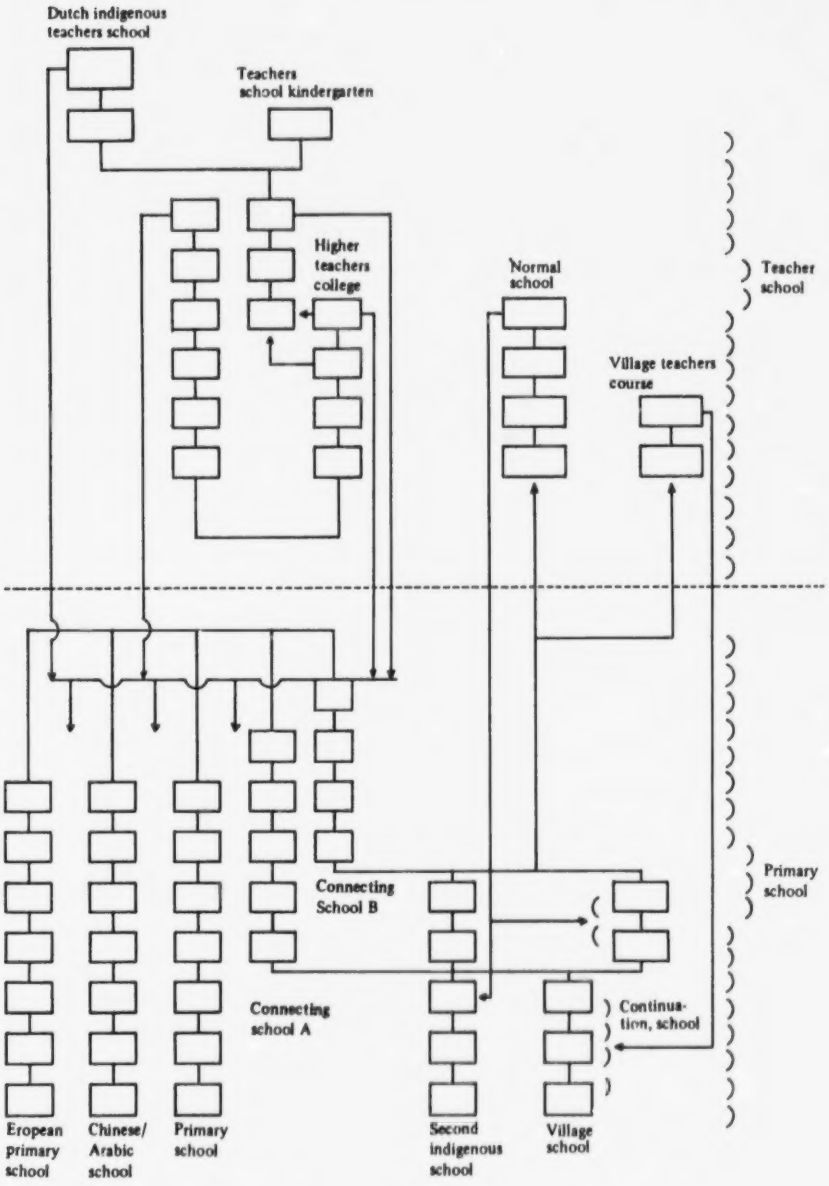
Thus it can be said that the development of primary education in the Japanese era was marked by uniformity and simplification and could be considered as the starting point of national development of education in the years to come.

The era of Independence (1945-present day). This era has been marked by the following efforts:

1. Democratization in education by giving all children the same opportunity for education;

2. Increasing the quality of education among others by gradually making the three-year study primary schools into six-year primary schools; and

Figure 1. School system of primary and teacher training schools before 1942



3. Since 1965 attempts have been made to make education compulsory for the 6-12 age group. Despite many difficulties, due to lack of teachers, schools and facilities the improvements were striking. Table 1 shows the development of primary education from 1940 to 1961.

Table 1. Development of primary schools (1940-1961)

Year	*Number*			*Era*
	Schools	*Teachers*	*Students*	
1940/1941	17,848	45,415	2,259,245	Dutch
1944/1945	15,096	36,287	2,513,410	Japanese
1960/1961	37,673	230,633	8,990,875	Indonesian

The increase of students in 1960/1961 was due to the introduction of a preparatory course for compulsory education, a form of primary education which had the direct support of the people themselves. It was a realization of co-operation between society, parents and government in organizing primary education and later developed into regular Primary Schools.

The few teachers schools in 1940 were mostly four-year teacher's training schools and it was not until 1947 that the six-year teacher's training schools were established in Purworkerto, Yogyakarta and Surakarta. To overcome the shortage of teachers in implementing compulsory education an institute called Course for Teachers of the Course Introducing Compulsory Education (KPKPKB) was established in the 1950s in each district. It was a four-year study programme after primary school. These schools and courses have now been incorporated in the Teacher Training Schools.

In the years 1973-1974 to 1983-1984, 73,620 primary school units were built, and 669,400 teachers appointed while 600 million textbooks were printed.

How much attention the Indonesian nation has given to provide facilities for primary education is shown in Table 2.

Facilities in the provinces covered the addition of classrooms, housing for school principals and school guards, and housing for

Table 2. Number of facilities provided through the aid programme for the development of primary schools (1973-1974 to 1983-1984)

Component	*Sub-component*	*Total*
New primary school building	62,550 units (a' 6 sites) 10,500 units (a' 3 sites) 570 units multistoried	73,620 units
Teacher promotion	508,460 Classroom teachers 121,840 Teachers of religion 37,300 Teachers of sports 1,800 Primary school teachers for exceptional children	669,620 persons
Equipments/books	446,500,000 textbooks 148,700,000 reading books	595,200,000 exemplars

teachers, renovation of schools, and the provision of sports articles. In this way the participation of primary school children increased strikingly from only 60 per cent in 1970 to 94 per cent in 1983-1984. In addition to the traditional primary education for the 7-12 year age group there was the Madrasah Ibtidaiyah, a Moslem religion-oriented school of 6-7 years of education. Another attempt to give education to those unable to attend school was the Learning while Working Project.

Basic direction and policy

The national objectives stipulated in the preamble of the 1945 Constitution to 'protect the entire Indonesian nation and the country of Indonesia and to enhance national welfare, to sharpen the minds of the people and participate in the implementation of world order based on freedom, everlasting peace and social justice' is to be achieved through development in all parts of the people's lives.

In Chapter XIII, Article 31 of the 1945 Constitution it is stipulated that each citizen has the right to enjoy education.

Government Regulation No. 65, year 1951 gives Governors/Provincial Governments the authority to organize primary schools which among others means the establishment of schools, provision of school buildings, supply of materials, learning materials, subsidy to Private Primary Schools and management of teachers and school principals.

Presidential Decree No. 34 year 1972 and Presidential Instruction No. 15 year 1974 put the main responsibility of developing and organizing education in Indonesia upon the Department of Education and Culture.

The People's Assembly in the Broad Outlines of the State Policy No. IV/MPR/1873, No. IV/MPR/1978, and No. II/MPR/1983 gives directions for education development for periods of five years to be adjusted to the development of the lives of the Indonesian nation and people.

Decree No. II/MPR/1983 on primary education states among others that:

1. The stress of educational development is on the enhancement of the quality and expansion of primary education in the framework of realising and making the implementation of compulsory education more effective and to expand opportunities to education up to secondary education;

2. In the framework of further expanding opportunities to education facilities should be provided to enrol all school-age children, including those of low-income families, the handicapped, or those who live in such remote areas that they cannot make use of available facilities, so that they too can get education and obtain skill.

Special attention is also given to the gifted children so that they can develop their potentials optimally. To encourage expansion of learning opportunities a Joint Decree of the Minister on Internal Affairs, the Minister of Education and Culture, and the Minister of Finance of the Republic of Indonesia in 1977 exempted schools from fees and guaranteed the provision of subsidies by the Central Government. Subsidies are used for the implementation of school lessons; school administration and maintenance; school employee's welfare; school's sports and arts week; education report books; organization of end of school evaluation and supply of end of school certificate; supervision of management and reports; and data collection.

General organization of the school system

According to Education Law No. 12 year 1954 the school system follows 5 levels (Figure 2):

1. Pre-school (one or two years for ages 4-6);

2. Primary school (six years for ages 7-12);

3. Junior High School (three years). This school is divided into General Junior High School and Vocational Junior High School, which is again divided into:

   a) Economics Junior High School,

   b) Home Economics Junior High School, and

   c) Public Technical School;

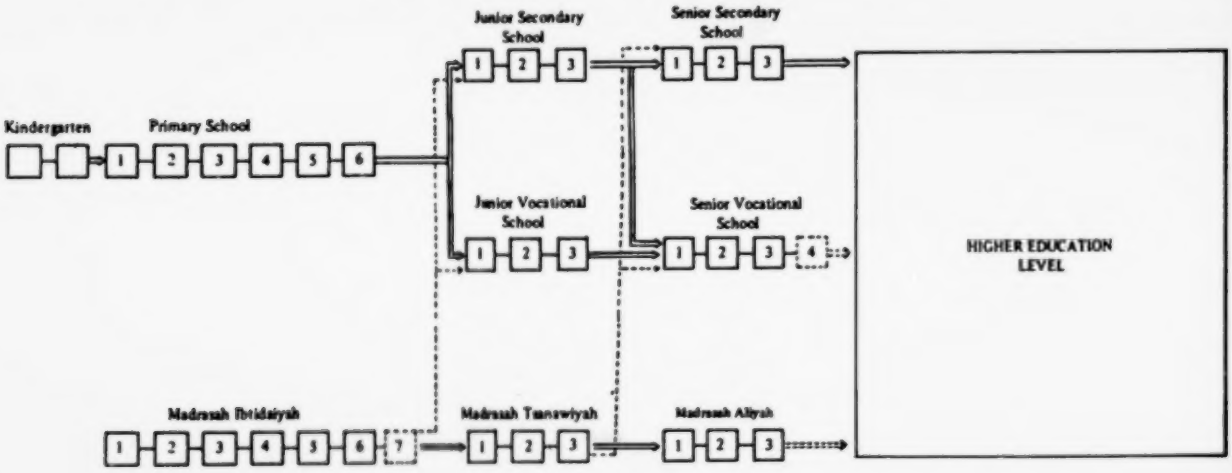
4. Senior Secondary School (three or four years). This School is divided into General Senior High School (SMA) and Vocational Senior High School, which is again divided into: (a) Economics Senior High School, (b) Feeder Economics Senior High School, (c) Home Economics High School, (d) Home Technical High School, (e) Secondary Technical School, (f) Secondary Technical Development School, (g) Aviation Technical Secondary School, (h) Shipping Technical Secondary School, (i) Graphic Technical Secondary School, (j) Agriculture Technical Secondary School, (k) Arts Secondary School, (l) Music Secondary School, (m) Indonesian Music Secondary School, (n) Crafts Industrial Secondary School, (o) Social Works Secondary School, (p) Teacher Education School, (q) Physical Education Teacher School, (r) Special Education Teacher's School, and (s) Junior Secondary Teacher Training School.

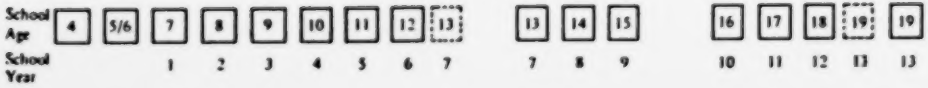
Organizational structure – Ministry of Education and Culture

In line with the government administration system in general, the Ministry of Education and Culture is the main authority in the field of education and culture with a central level organization structure and vertical offices organization structure in the region, covering the provincial, district/autonomous, and sub-district levels.

The Ministry of Education and Culture is headed by a Minister who is directly responsible to the President. In implementing his

Figure 2. Formal school system in Indonesia





task the Minister is assisted by a staff of experts who manage and study problems, according to their fields, on the Minister's instruction.

The organizational structure of the Ministry of Education and Culture consists of the Minister; the Secretariat General; the executive boards which are the Directorate General of Primary and Secondary Education; Directorate General of Higher Education; the Directorate General of Out-of-School, Youth and Sports and the Directorate General of Culture; and the supervisory board, which is the Inspectorate General. In addition there is the Office of Educational and Cultural Research and Development and the Centres which are directly responsible to the Minister and carry out certain specific tasks.

The functions of the Directorates General are to (1) formulate technical policies, according to the policy of the Ministry of Education and Culture and based on current regulations; (2) carry out counselling in their respective fields according to their main task and based on the current regulations; (3) organize technical security and supervision of the implementation of tasks by the directorates general.

The Secretariat General organizes administrative services and assistance including planning, organization, administration, recruitment, and management of budget and equipment to serve all units at all levels down to the regional levels.

The office of Educational and Cultural Research and Development organizes and co-ordinates education and culture in the framework of formulating policies, developing concepts and long-term planning as well as supervising all research and development units within the Ministry of Education and Culture; and supervises research and development units within the Ministry of Education and Culture based on the decisions made by the body which is functionally responsible for the implementation of supervision of research and development.

The main task of the Inspectorate General is to control the implementation of tasks of all units within the Ministry of Education and Culture so that they are done according to plan and the current regulations. In implementing this task the Inspectorate General has

the function to (1) inspect each unit or office within the Ministry of Education and Culture with regard to general administration, financial administration, physical results, implementation of development projects, and others; (2) test and evaluate the result of periodic reports or once in a while that of each unit/office within the Ministry of Education and Culture following the Minister's directions; and (3) verify reports of complaints about constraints, deviations, or misuses in the administrative and financial fields by units or office within the Ministry.

In addition there are the Co-ordinators of Private Higher Education in the provinces who have the task to promote and develop Private Higher Education operationally in a region with the technical academic help of the public Universities/Institutes (Decree of the Minister of Education and Culture No. 062/0/1982).

At the provincial level the Regional Office of Education and Culture carries out educational tasks and functions. There are also District offices and Sub-District Offices of the Ministry of Education and Culture. The Head of the Provincial Office is responsible to the Minister. The policies of the Minister and the technical policies of the Directors General are passed on to the region through the Head of the Provincial Office who passes them on to the District Office and down to the Sub-District Office. The Head of the Sub-District Office is responsible to the Head of the District Office, while the Head of the District Office, Division Heads, Section Heads and other officials of the same level are responsible to the Head of the Provincial Office. Based on the organizational structure there are: seven main units with 54 echelon II officials at the Central level, 43 Universities/Institutes, nine Private Higher Education Co-ordinators, six Academies, 27 Provincial Offices, 277 District Offices, and 2,945 Sub-District Offices.

In addition, there are 123,000 technical implementation units consisting of 105,485 public and private primary schools as well as the National Library, regional libraries, radio media production units, an archeological research unit, museums, cultural parks, historical and ancient remnants units,units for the study of national history and values, and learning activities development units. There are also teacher education schools, secondary schools, vocational schools, training kindergartens, try-out primary schools, special schools and private kindergartens.

Primary school management

The government offices that are directly or indirectly responsible for the primary school management and supervision (Primary School and Madrasah Ibtidaiyah) are:

a) Ministry of Education and Culture, Directorate of Primary Education;

b) Ministry of Internal Affairs, Directorate General of General Administration and the Directorate General of Regional Development which is responsible for giving guidance and assistance to the organization of Primary School by the Regional Governments based on Government Regulation No. 65 year 1951, and the development of primary school buildings;

c) Ministry of Religious Affairs, Directorate General of Supervision of Moslem Religion Institute, which is in charge of education at Moslem schools, in particular the Madrasah Ibtidaiyah;

d) Ministry of Finance, Directorate General of Budgeting which is in charge of financing of the organization of primary school, in particular the salaries of primary school teachers and subsidies and financial assistance; and

e) National Development Planning Board which is in charge of co-ordinating the planning of primary schools based on Presidential Instructions.

At the provincial level, the government offices responsible for the management and supervision of primary education are:

a) The Provincial Office of Education and Culture, Primary Education and Teacher Training Division which supervises primary schools in terms of planning, management and control, of the curriculum, teaching-learning methods, determining the textbooks, modification of teachers, standardization of teaching-learning materials, and technical considerations for the provision of subsidies to private primary schools.

b) The Provincial Office of Education (Kantor Dinas) which organizes primary schools including their construction, rehabilitation and maintenance of the buildings, provision of school furniture and other school equipment, supply of textbooks, management, teachers and subsidy to private primary school teachers.

c) The Provincial Office of the Ministry of Religion, Section of the Moslem Religion Teachers School which supervises and manages education at Moslem schools especially Madrasah Ibtidaiyah.

Co-ordination among the three Government instances at provincial level is apparent in the planning of allocation for the construction and rehabilitation of primary school buildings and of the Madrasah Ibtidaiyah Schools buildings.

Co-ordination between the Provincial Office of Education and Culture (KANWIL) and the Provincial Office of Education (KANTOR DINAS) is carried out in the organization of primary schools including providing subsidies for report books, STTB, management and data collection as well as for the promotion of primary school teachers:

At the district/municipality levels, the government offices in charge of primary education (primary schools and Madrasah Ibtidaiyah) are:

a) The District/Municipality Office of the Minister of Education and Culture, Primary School Section which supervises and manages primary schools;

b) The District/Municipality Office of the Minister of Internal Affairs which organizes primary schools;

c) The District/Municipality Office of Religion, Moslem School Section which supervises and manages education at the Moslem Schools, especially Madrasah Ibtidaiyah.

Teaching staff at primary schools

With the discontinuation of the Normal School in 1961 the Teacher Education School became the only institute for primary

school teachers training. In addition to the teachers for Bahasa Indonesia, moral education, mathematics, science, social studies, skills and arts, there were teachers appointed for religion, and health and physical education. Religion teachers were graduates from the Religion Teachers Training managed by the Ministry of Religion, while the teachers for health and physical education were graduates from the Physical Education Teachers School, established in 1977.

Basically the number of graduates should meet the need for primary school teachers. During Repelita III (The Third 5-year Plan, 1979-1984) 105,000 primary school teachers, 58,000 sports/health teachers should have graduated. The Teacher Education School met the target while the Physical Education Teachers School produced only 12,000 teachers, so that crash programmes had to be mounted.

Nationally the required provision of primary school teachers was met but there was no equal distribution of teachers to each province. One province had a surplus of teachers while other provinces had a shortage.

By Decree of the Minister of Education and Culture No. 0185/1976 of 24 July 1976, a Teacher Education School curriculum was produced on a national basis to be used by private as well as public schools. In-service training has been a continual process since the 1950s and teachers are still being given in-service training through projects such as the teacher Education Development Project.

Educational supervision system

To provide equal and better education the government has during Repelita I (1969-1974) to Repelita III organized various activities, such as curriculum revision, construction of schools, supply of books and teaching materials as well as in service training for teachers.

As a follow-up of these activities a monitoring and supervision system was needed to collect data and information for further planning and continuous counselling in the field or at school level; educative (administrative and technical) and non-educative (facilities and infrastructure).

The management of primary school education is the joint responsibility of the Ministry of Education and Culture, the Ministry of Religion and the Ministry of Internal Affairs. This counselling in the field is also carried out by these three parties as shown in Table 3.

Table 3. Management of supervision at primary school

Aspect	*Educational structure*		*Non-educational structure*
Organiser	General Education Administrative/Technical	Religious Education	Facilities, Man, Money Material
Central Level	Department of Education and Culture, Dit General of Primary and Secondary Education.	Department of Religious Affairs c.q. Dit General of Islamic Institution Development.	Department of Affairs c.q. – Dit General of General Administration and Regional Autonomy. – Dit General of Regional Autonomy.
Provincial Level	Head of Provincial Office, Department of Education and Culture – Head of Kindergarten – Head of Curriculum Section.	Head of Provincial Office, Department of Religious Affairs c.q. Head Religion Education in General School Sector.	Governor c.q. Head of Educational Office.
District Level	Head of District Office, Department of Education and Culture, Head of Primary Education Section	Head of District Office, Department of Religious Affairs c.q. Head of Religious Education in General School Section.	Head of Educational Office.
Sub-District Level	Head of Sub-District Office, Department of Education and Culture, Kindergarten/Primary School Supervisor.	Religious Education Supervisor.	Head of Educational Office.
School	Headmaster		

Within the Ministry of Education and Culture, supervision and monitoring is done by the School Supervisor for Kindergarten and Primary Schools. Daily supervision of teachers is done by the school principals. Inspectors and supervisors are expected to be 20 days in school and 10 days in the office every month.

For this purpose the 1.20 ratio was changed to 1.15 in 1975 so that each school can be visited by a supervisor at least once a

month. This helps make supervision more effective. Although actual supervision by inspectors, supervisors and school principals should be both technical educative (professional) and administrative, too much stress is given on the administrative aspect because:

a) There are not enough contact hours between supervisors and teachers; and

b) Inspectors/supervisors/school principals cannot give the required professional guidance.

To overcome this problem in-service training is needed to increase the quality of the teaching-learning process in school.

Supply of textbooks and teaching materials

Supply of textbooks. Before 1959 the supply of textbooks was based on an evaluation of books available in the market, by a team from the Ministry of Education and Culture. The books evaluated were in accordance with the curriculum which the team recommended for schools.

Since 1969 four textbooks have been written: Bahasa Indonesia, social studies, mathematics and science, followed by textbooks pancasila education. These textbooks were written by experts in their respective fields together with experienced field-workers. After a try-out in four provinces the textbooks were revised and printed so that each child would get one textbook.

The government has launched a 10-year programme so that primary school pupils will get four kinds of the most essential textbooks: Bahasa Indonesia (grades I-IV), mathematics (grades I-VI), social studies (grades III-VI), physics (grades IV-VI), and pancasila moral education (grades I-VI). Twenty-seven million textbooks were printed and distributed in 1972 and another 138 million books were made available between 1973 and 1981. The Government has succeeded in supplying textbooks and reference books (for children) to be lent to the children free of charge.

Packet A of the Working and Learning Project is one form of out-of-school education using a learning system development which has a student and community based approach.

To implement this programme, learning groups were formed and learning centres provided to give them the opportunity to take an active role by using Packet A and modules. There are modules for pancasila moral education, Bahasa Indonesia, mathematics, physics and social studies.

For special schools materials were made available in the form of teacher's guides and student's books, each according to the child's type of handicap. The books were distributed to the regions through the Provincial Office of the Department of Education and Culture, or through the District/Municipality Office of the Department of Education and Culture depending on the feasibility of communication. From the District Office the books are sent to the Sub-District Offices and then to the schools where they become school property and are lent to the pupils.

The government has given the supply of these five types of textbooks the highest priority. Books for other subjects are given to the private sector. The Government evaluates the textbooks, and those considered suitable are listed and the lists are sent to the schools. The school principals then select which books the pupils should buy. In the purchase of books, the Branch Office for Educational Organization plays an important role, especially from the financial point of view.

Supply of reference/library books. Before 1969 the supply of reference/library books was left to the respective schools. Since 1973 this has been done by Presidential Instruction (Inpres). Through Inpres each school gets 100 titles. In the years that follow the titles are increased to 200. The texts of these books are written by the people and then published by private publishers. Books from private publishers are evaluated by the evaluation team of the Ministry of Education and Culture and those considered good are distributed by the publishers through the Regional Offices in the provinces and through the District/Municipality Offices.

In addition to the supply financed by Inpres, schools may add the supply of textbooks using an allocation from the Branch Office for Educational Organization.

Supply of learning materials. Before 1969 the supply of learning materials depended upon the ability of the local area to

provide them. At the beginning of Repelita I, the supply of learning materials began with the issue of a map of Indonesia for social studies. This map was then distributed to the schools. In the following Repelita further sets of learning materials were distributed to all schools.

In-service training for teachers

Bearing in mind the extensiveness of Indonesia and its geographic situation of thousands of islands, the use of mass media and educational technology to reach remote areas is considered one relatively inexpensive and effective alternative for education that can be carried out continuously. The in-service training programme, conducted through the educational communication technology system, enriches the available learning sources and training materials and promotes the implementation of these training materials in the classroom more equally and rapidly at the primary school level, in the remote areas. This programme reaches 34,000 primary school teachers spread over 11 provinces and is being expanded.

In 1981 there were already 11,640 learning groups and this figure is presently being re-assessed. The groups are classified as active or non-active. Active groups are given details of the educational radio programmes so that the teachers can prepare themselves to listen when they are broadcast through the 24 stations of Radio Republic Indonesia, 25 regional government radio stations and 6 commercial private radio stations. Audio cassettes for these programmes are provided by the Centre of Educational and Cultural Communication Technology, Office of Educational Research and Development, Ministry of Education and Culture (Table 4).

Financial source

Primary schools are financed by the Government under the Government Expenditure and Revenue Budget. This consists of a recurrent budget for the implementation of school services, school administration, personnel welfare, supervision/data analysis and data reporting, and salaries for teachers and Regional Office employees; and a development budget, for the construction of primary school buildings and furniture, water supply, additional classes, housing for the school watchman, housing for teachers and school

Table 4. Educational Media Production and Policy Information for Primary Schools (1980-1983)

	1980-1981	*1981-1982*	*1982-1983*	*PLAN*	
				1983	*1984*
Film	8	9	15	16	
Audio recording primary school teacher training	252 (4 field studies).	312 (4 field studies).	300 (4 field studies).	320 (4 field studies).	
	414,000	–	384,000	–	
Sound slide (primary school teacher training)	22	9	4	15	
Others	5	6	3	5	
Sound slide of solar eclipse	–	–	240	–	
TV/Video					
a. Television of General Education					
1. Developing aptitude	–	12	6	12	
2. Nature and its surroundings	–	12	15	26	
3. Skills	–	–	6	12	
4. Family quiz	–	5	21	24	
5. Others	6	5	–	–	
b. Television of child education.	1	3	5	10	

principals, and for textbooks and library books. There is also a provincial expenditure and revenue budget consisting of a recurrent budget for stationery, and a development budget to supply demonstration materials, renovation of buildings, school equipment, and supply of land. Other sources of finance come from the community and foreign aid, such as Unesco grants in the form of library books.

Only the Inpres, SBPP and salaries figures were available to show the trend in the increase/decrease of funds per pupil per year.

Nevertheless it is estimated that these figures almost represent the total amount (Table 5).

Table 5. Trends in allocation of funds per pupil per year

Year	*By Presidential Instruction Inpres in millions of Rp**	*SBPP In millions of Rp*	*Salaries In millions of Rp.*	*Students*	*(2+3+4)/(5) In rupiahs*
1976	53,877,0	–	–	15,550,124	–
1977	82,550,0	7,000	211,164,3	17,265,291	17,417
1978/79	108,552,5	12,650	214,298,9	19,074,819	17,598
1979/80	130,721,0	23,400	231,316,7	21,165,724	18,210
1980/81	242,149,8	35,870	524,444,6	22,551,870	35,583
1981/82	364,503,3	46,600	645,869,2	23,862,488	44,295
1982/83	560,241,1	55,687,5	–	24,743,598	–

* Approximately 1,005 Indonesian rupiah (Rp) = one United States Dollar

Supply of primary school buildings

To expand and give equal opportunities for education, especially to the 7-12 age group, the Government has been building primary schools on a large scale since 1973. Regional Governments provided a 1,500 m^2 piece of land for each school.

The number of primary school buildings constructed between 1973 and 1984 is listed below.

Unit I (3 classrooms)	73,050
Unit II (3 classrooms)	62,550
Multistoreyed buildings (6 classrooms)	570
Additional classrooms	125,700
Housing for school principals	38,340
Housing for teachers	53,660
Housing for school watchmen	55,190

Planning and implementation problems included difficulty in getting detailed and accurate data down to the District/Municipality and Sub-District levels, the remoteness of some schools, and a lack of properly trained people to determine the location of new primary schools.

Planning was at first done through the top-bottom approach. A national allocation was made up to the Second Level Region, and then finalized through consultation or national workshops. This approach was gradually combined with the bottom-top approach.

Participation of the local people

Financial assistance from the community, while small, compared to the amount allocated by the Government, is quite significant. It is chanelled through the branch office for Educational Organization and is an amount that can be used for school organization or to increase non-salary expenditure.

This amount can be broken down into 50 per cent for rehabilitation, 35 per cent for non-salary operational activities of education, 15 per cent for administration and for part-time teachers, like teachers of arts and physical education.

In general the school principal hands in a list of needs and budget for a certain school year to the Head of the Sub-District Office of the Ministry of Education and Culture.

A representative of the Branch Office for Educational Organization meets the members of the community and a decision is reached on the amount of the monthly contributions from the community.

Chapter Two

ANALYSIS

The government has given first priority to primary education since the beginning of Repelita II. It has allocated Rp 2,174,600,000 in the last ten years to build and renovate primary school buildings. This excludes the cost of textbooks, school-library furniture, physical education facilities, training for teachers and their placement which is provided separately.

Enrolment

Enrolment levels for the age groups 7-12 years at the end of Repelita II was 85.2 per cent and during Repelita III it was expected that all children between 7-12 would be accommodated at school. It is anticipated that at the beginning of Repelita IV (1984-1989) education for this group will become compulsory.

It is estimated that now there are no schools located more than 3 km from any residence.

There are two formal primary education institutes:

a) The first of its kind is called 'Sekolah Dasar', abbreviated into SD, based on Government regulation No. 65 of 1951 of which the administration aspect rests with the Department of Internal Affairs, whereas the education aspect is managed by the Department of Education and Culture.

b) The second institute of primary education is called 'Madrasah Ibtidaiyah', abbreviated into MI, where the core of its curriculum stresses religious teachings and it is under the Department of Religion.

To give a picture of comparison between SD and MI an overall survey was carried out in 1980-1981 with the following result:

The growth of the whole population compared to the 7-12 age group shows a gross enrolment ratio increase from 66.1 per cent

Institutes	*Total schools*	*Total students*
SD	105,796 (81.5 per cent)	22,551.870 (87.9 per cent)
MI	23,971 (18.5 per cent)	3,112,319 (12.2 per cent)
SD + MI	129,767	25,664,189 (100 per cent)

in 1971 to 91.0 per cent in 1981/82 with an average increase of 3.6 per cent yearly. The number of rural schools has increased by almost 45 per cent since 1977. In the corresponding period, urban schools have increased by 33 per cent (Table 7). The growth percentage of students enrolled in rural areas is greater than urban areas. Students enrolment in rural areas has increased by almost 45 per cent since 1977 while urban enrolment has increased by 40 per cent (Table 8).

The definition of urban and rural areas is not consistent with the definition prepared by the Central Bureau of Statistics. This bureau has revised the definition three times. In this paper, all municipalities belong to urban areas, the rest are rural areas.

The percentage of girl and boy students in the academic year 1980-1981 for SD and MI is as follows:

Table 6. Number of schools, pupils and gross enrolment ratio of primary schools

(1971 to 1980/1981)

Year	*Schools*		*Pupils*		*Population 7-12 year*	*Gross enrolment ratio of primary schools %*
	Total	*Per cent Increase*	*Total*	*Per cent Increase*		
1971	64,335	0.46	12,896,147	0.60	19,500,300	66.1 %
1972	65,227	1.39	13,030,548	1.04	20,020,900	65.1 %
1973	65,910	1.64	13,069,459	0.30	20,555,200	63.6 %
1974	66,994	9.84	13,314,246	1.87	21,090,600	63.1 %
1975	73,589	9.07	14,280,157	7.25	21,653,000	67.7 %
1976	80,261	4.15	15,550,124	11.03	22,230,000	70.0 %
1977	83,590	10.66	17,265,291	10.48	22,822,100	75.7 %
1978/1979	92,499	6.22	19,074,819	10.96	23,429,700	81.4 %
1979/1980	98,248	7.68	21,165,724	6.55	24,053,100	88.0 %
1980/1981	105,796	4.02	22,551,870	5.81	24,793,900	91.0 %

Data Source: Primary School Statistics BPSK 1971 – 1980/1981

Table 7. Number of schools by urban and rural areas
(1977 to 1982/1983)

Year	Urban		Rural		Total
	School	Per cent	School	Per cent	
1977	9,093	10.88	74,497	89.12	83,590
1978/1979	9,648	10.43	82,851	89.57	92,499
1979/1980	10,504	10.69	87,744	89.31	98,248
1980/1981	11,344	10.72	94,452	89.28	105,796
1981/1982	11,527	10.47	98,523	89.53	110,050
1982/1983	12,086	10.11	107,435	89.89	119,521

Data Source: Primary School Statistics BP3K 1977 – 1982/1983.

Table 8. Number of primary school pupils by urban and rural areas
(1977 to 1982/1983)

Year	Urban		Rural		Total
	Pupils	Per cent	Pupils	Per cent	
1977	2,475,389	14.34	14,789,902	85.66	17,265,291
1978/1979	2,736,565	14.35	16,338,254	85.65	19,074,819
1979/1980	3,083,938	14.57	18,081,786	85.43	21,165,724
1980/1981	3,323,880	14.74	19,227,990	85.26	22,551,870
1981/1982	3,447,095	14.45	20,415,393	85.55	23,862,488
1982/1983	3,484,206	14.08	21,259,392	85.92	24,743,598

Data Source: Primary School Statistics – BP3K 1977 – 1982/1983

Schools	*Boys*	*Girls*
SD	54.4	45.6
MI	48.5	51.5
SD + MI	53.8	46.2

The growth percentage of boy and girl students of primary schools since 1974 is shown in Table 9.

Table 10 shows the average number of students in each class at each grade since 1974, which is approximately 32.

Table 9. Number of primary school pupils by sex
(1974 to 1981/1982)

Year	Pupils		Pupils		Total
	Boys	Per cent	Girls	Per cent	
1974	7,271,806	54.6	6,042,440	45.4	13,314,246
1975	7,788,701	54.5	6,491,456	45.5	14,280,157
1976	8,366,707	53.8	7,183,417	46.2	15,550,124
1977	9,288,257	53.8	7,977,034	46.2	17,265,291
1978/1979	10,314,615	54.1	8,760,204	45.9	19,074,819
1979/1980	11,340,970	53.6	9,824,754	46.4	21,165,724
1980/1981	12,260,050	54.4	10,291,820	45.6	22,551,870
1981/1982	13,105,225	54.9	10,757,263	45.1	23,862,488

Data Source: Primary School Statistics – BP3K 1974 – 1981/1982.

Table 10. Average number of primary school pupils per class
(1974 to 1981/1982)

Year	Average number of pupils per class						Average
	I	II	III	IV	V	VI	
1974	40.1	35.4	32.8	28.7	25.4	21.8	31.5
1975	40.0	33.1	30.5	27.9	24.3	21.5	29.6
1976	37.0	33.5	31.5	28.9	25.4	21.8	30.5
1977	37.0	33.6	32.4	29.6	26.3	23.1	31.2
1978/1979	37.3	34.1	32.3	30.4	27.5	24.0	31.8
1979/1980	38.2	34.0	32.2	30.0	27.8	24.9	32.1
1980/1981	38.0	34.4	32.4	30.0	27.9	25.1	32.3
1981/1982	37.0	35.0	32.9	29.3	27.9	25.6	31.8

Data Source: Primary School Statistics 1974 – 1981/1982

Table 11 indicates that in 1972 out of 100 students in grade I, only 52 reached grade VI while in 1976 the number of students increased to 60. The graduate students index has increased from 48 to 57 during four years.

The repetition rate has dropped from 12.3 per cent in 1971 to 10 per cent in 1980-1981 while during the same period the drop-out rate has declined from 10.6 per cent to 5.1 per cent.

Table 11. Pupils cohort in Indonesia
(1972 to 1981/1982)

Year	Grade I	II	III	IV	V	VI	Graduates
1972	100 (3.018.452)	90	83	70	60	52	48
1973	100 (3.032.255)	93	83	73	64	56	52
1974	100 (3.446.835)	89	83	74	65	57	52
1975	100 (3.552.670)	92	82	78	68	61	57
1976	100 (4.002.377)	94	88	75	68	60	
1977	100 (4.331.285)	91	87	75	67		
78/79	100 (4.929.754)	92	83	75			
79/80	100 (5.682.323)	89	84				
80/81 *)	100 (5.221.513)	93					
81/82 *)	100 (5.284.819)						

*) Including Timor-Timur
Data Source Primary School Statistics BP3K 1981-1982

Standards for primary schools

The standard set for primary schools was six classes, 240 students, six teachers and one headmaster. In the early years the building of primary schools was based on this school standard. But in practice the school size based on the number of teachers and students in 1974, 1975, 1976 did not match that standard. The number of teachers varied from one to 12 and the number of students varied from 50 to 600.

The percentage of schools having seven teachers including a headmaster was approximately 15 per cent. On the other side

the number of schools having students 201-250 (approximately 17 per cent) was smaller than schools having students 151-200 (approximately 23 per cent).

The number of teachers from 1974 to 1982-1983 according to sex is shown in Table 12 while the number of teachers according to the areas is shown in Table 13. Within nine years the total number of teachers has increased from 288,986 to 550,909.

Table 12. Number of primary school teachers by sex
(1974 to 1982/1983)

Year	*Teachers by sex*				*Total*
	Male	*Per cent*	*Female*	*Per cent*	
1974	288,986	65.1	155,255	34.9	444,241
1975	305,746	64.7	166,952	35.3	472,698
1976	327,433	63.6	187,479	36.4	514,912
1977	362,823	65.7	189,104	34.3	551,927
1978/1979	401,347	67.7	191,092	32.3	592,439
1979/1980	426,190	68.8	193,582	31.2	619,772
1980/1981	454,076	68.1	212,703	31.9	666,779
1981/1982	476,554	66.8	236,668	33.2	713,222
1982/1983	550,909	66.8	273,315	33.2	824,224

Data Source: Primary School Statistics BP3K 1974 – 1982/1983

Table 13. Primary school teachers by urban and rural areas

Year	*Number of primary school teachers*				*Total*
	Urban	*Per cent*	*Rural*	*Per cent*	
1977	76,465	13.9	475,462	86.1	551,927
1978/1979	82,504	13.9	509,935	86.1	592,439
1979/1980	86,725	14.0	533,047	86.0	619,772
1980/1981	99,815	15.0	566,964	85.0	666,779
1981/1982	103,205	14.5	610,017	85.5	713,222
1982/1983	104,945	12.7	719,279	87.3	824,224

Data Source: Primary School Statistics BP3K – 1977 – 1982/1983

Although the number of female students undergoing teacher training is bigger than the male students, the number of women teachers was smaller than that of men because of the difficulty of placement.

Reasons were identified for school age children not attending school in both urban and rural areas. These were lack of understanding of the value of education, socio-economic factors, laziness, ignorance and dull classes. This group comprised only 5 per cent of school age children. The government has tried to overcome this problem by opening non-conventional primary schools such as Impact Project, Small SD, and Learning Group Packet A which are discussed further in Chapter Four.

In 1982 the Department of Social Affairs identified a tribal/ nomadic population of 1,495,000 people spread in 20 provinces mostly in Irian Jaya. The government has made efforts to develop their education since 1951 and these efforts have been enhanced in recent years.

Supervision of schools

The number of primary school and kindergarten supervisors is not yet certain. In 1982 a survey was carried out amongst the heads of sub-district offices, to identify the number of supervisors. Besides supervisors of elementary school and kindergarten there are also supervisors of young generation development, physical education and sport, directorate of community education and supervisors of culture. From 68 per cent of the respondents conclusions can be drawn that the number of supervisors is still lacking. A supervisor should inspect 20 primary schools which is 30 per cent more than the fixed standard. Distribution of the number of primary school and kindergarten supervisors and the school supervisors ratio by province is shown in Table 14.

Those who are designated as supervisors were former senior headmasters of primary schools. As they should go from one area to another area for inspection, they have been equipped with motorcycles since 1975. Besides their function in educational matters supervisors are also assigned to do administrative matters dealing with finance and school mapping, and in fact act as officials of the respective District Office of Education, managed by the Department

of Internal Affairs. They also have some training from the Office of the Department of Education and Culture of the same region. They are assigned to give lectures in various fields to mobile training courses carried out in the same region.

Table 14. Number of kindergarten and primary school supervisors and ratio of schools to supervisors sample result 68 per cent
(1982)

No.	*Provinces*	*Primary school supervisors*	*Supervised primary schools*	*Ratio of primary schools to supervisors*
01.	DKI Jakarta	144	2,179	15.13
02.	Jawa Barat	857	9,072	10.59
03.	Jawa Tengah	774	14,383	18.58
04.	DI Yogyakarta	...	...	...
05.	Jawa Timur	442	13,182	29.82
06.	DI & c e h	126	2,050	16.27
07.	Sumatera Utara	329	7,686	23.36
08.	Sumatera Barat	136	3,062	22.51
09.	Rian	74	1,723	23.28
10.	Jambi	31	1,082	34.90
11.	Sumatera Selatan	109	2,866	26.29
26.	Bengkulu	41	890	21.71
12.	Lampung	37	980	26.49
13.	Kalimantan Barat	22	571	25.95
14.	Kalimantan Tengah	48	1,300	27.08
15.	Kalimantan Selatan	109	1,912	17.54
16.	Kalimantan Timur	...	...	...
17.	Sulawesi Utara	42	1,004	23.90
18.	Sulawesi Tengah	42	923	21.98
19.	Sulawesi Selatan	139	2,773	19.94
20.	Sulawesi Tenggara	...	...	...
21.	Maluku	...	...	...
22.	Bali	55	1,542	28.04
23.	Nusa Tenggara Barat	74	1,974	26.68
24.	Nusa Tenggara Timur	123	2,566	20.86
25.	Irian Jaya	35	768	21.94
27.	Timor Timur	...	...	...
	Indonesia	3,789	74,488	19.66

... the data is not available

Curriculum development

Since independence the school curriculum has been revised at least five times. The present curriculum is called curriculum 1975 and it is soon likely to be revised to suit national needs and international demands. In preparing the 1975 curriculum, efforts were taken to suit the subject taught at school with educational objectives in particular and national objectives in general.

The nine subjects taught at primary schools are religion, moral pancasila, Indonesian language, social sciences, mathematics, physical education and health, art, natural science and some skills education.

The detailed description of subjects taught per grade is shown in Table 15. As indicated in that table the length of period per subject taught in the grades I and II is half that taught in other grades. Thus a school building having five classrooms can be used by one primary school consisting of six grades. Grades I and II use the same classroom in turn. In urban areas there are a lot of primary school buildings used by more than one school.

In the implementation of curriculum, each subject taught has a special manual. The manual contains an outline of the teaching programme, the understanding of subject taught, distribution and allocation of time, the approach used, administration, methods used, medium of instruction, reference books, and evaluation.

Special education. Up to now the community has played a big role in the management of special education. Nearly 90 per cent of the management of special education is carried out by the private sector.

Both private and public schools for the handicapped have various educational facilities provided by the government or private institutions in Indonesia or abroad. In the teaching of the handicapped, educational facilities are decisive factors in the attainment of learning-teaching objectives. Through Presidential Instruction No. 4 of 1982, 200 schools for the handicapped will be built where such schools are not found.

Out-of-school education

Non-formal or out-of-school education is a sub-system of the national education programme which mainly serves those who, for

Table 15. Curriculum in primary schools

(1975)

Average number of working days for primary schools in year: 225 days
Average number of lesson periods per week : 32 hours

Subject/Activity	*Grades*					
	I	*II*	*III*	*IV*	*V*	*VI*
Religions Education	2	2	2	3	3	3
Pancasila Moral Education	2	2	2	2	2	2
Indonesian language	8	8	8	8	8	8
Social Science	–	–	2	2	2	2
Mathematics	6	6	6	6	6	6
Natural Sciences	2	2	3	4	4	4
Sports and Hygienics	2	2	3	3	3	3
Arts	2	2	3	4	4	4
Special skills	2	2	4	4	4	4
Total periods	26	26	33	36	36	36

One lesson period = 30 minutes for grade I and II
40 minutes for grade III-VI

Data Source: Book of primary school curriculum

any reason, do not attend school. Out-of-school education puts more emphasis on the provision of knowledge, mental attitude and practical life-skills relevant to the environmental needs of the society.

Thus, the out-of-school education programme is a work-study programme implemented by learning groups with the purpose of catching up what is lacking. The main trends and new developments in out-of-school education are the organization of the method of learning, delivery, and the curriculum.

In the past, all illiterate people in one village were called together in the classrooms of the village primary school and taught by so-called 'professional' teachers. These were sometimes the village primary school teachers who had been given additional training in how to teach the 3Rs. They might also be non-school teachers especially assigned for that purpose.

Under the present policy the illiterates do not go to school any more. Together with their neighbours they form a learning group of five to ten persons, and choose a literate person among them to teach them literacy and numeracy. The literate person acts as tutor and guide using specially developed literacy packages. The classes

take place in the homes of students in the evening between 19:00 and 21:00 hours. There is also some development in the delivery system, such as structure, analysis and synthesis, and provision of a number of supplementary materials such as printed media.

Some basic principles in the preparation of the Packages are as follows:

1. The content must be relevant to the daily life of the people;
2. The content must be written so that man is always at the centre of attention. The content must be 'the minimum essential learning needs' of the people;
3. The package must include the following:
   a) spiritual values based on the belief in God Almighty,
   b) sense of mutual help, sense of tolerance, acquisition of a critical and logical view, and a democratic way of thinking,
   c) functional capability in reading, writing and speaking in Bahasa Indonesia and in arithmetic so as to be able to read magazines, newspapers and booklets on agriculture health etc. to write simple personal and official letters and to measure areas, to calculate loan interest etc.,
   d) basic knowledge and scientific view on the maintenance of the eco-system, relationship of sanitation and health, methods of farming etc.,
   e) application of knowledge and skills on family health, nutrition, management of household budget, etc., and
   f) active participation in community life;
4. The package must move from simple to complex materials, and the learning of the 3Rs must be integrated; and
5. The content of out-of-school education includes civic education (Pancasila, religion and political education), knowledge, skill and mental attitude, and socio-cultural education.

Chapter Three

NATIONAL POLICY AND PLAN OF UPE

Legal foundation

One article in the Education Fundamentals Act states that 'a child aged six years is entitled to receive an education, while a child aged eight years is obligated to attend an education for six years'. It is this article that is applied by the government in implementing the universalization of primary education. The creation of an introductory course to compulsory education, a form of a simple primary school, was established on a large scale in the 1950s. This undertaking convinced the parents and society as to the importance of education and was accomplished voluntarily in mutual co-operation.

In 1973 the government drew up a state policy on the universalization of primary education which stated:

> Education is essentially a conscious undertaking to develop the personality and capability in and outside the school and takes place for life. On account of that, in order that the education *may be owned by the entire people** in accordance with their respective/individual capabilities, education is the responsibility of the family, society and Government.

The broad outlines of the state policy of 1978 state:

> The emphasis of the educational programme is laid on the expansion of elementary education within the frame of realizing the implementation of compulsory education, that all at once provides the skills in accordance with its environmental requirement.

If the President confirms that compulsory education will go ahead it will begin in July 1984.

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* The italics are added by the writer

Strategy of approach

Indonesia is an archipelagic state of about 13,000 islands all with different densities of population. The entire territory of Indonesia may be divided on the basis of three criteria:

a) Normal areas (not isolated) and physically isolated areas, because their locations are far apart;

b) Areas with dense population and areas with sparse population; and

c) Areas with easy communications and areas with difficult communications.

In facing the uneven and homogeneous distribution of population the strategy for compulsory education implementation is arranged as follows:

Compulsory education for isolated areas. Primary school buildings have been constructed consisting of three rooms with three teachers to serve grades I to VI. These will be known as small primary schools. Learning/teaching process modules are available bearing in mind that a teacher possibly teaches two classes simultaneously.

Compulsory education for densely populated areas. As there is difficulty in obtaining land for school buildings, they are multi-storeyed and can have more than six classrooms. Schools like this are found in big cities. They may be used for single or double sessions.

Compulsory education for normal areas. In normal areas having a population below 1,000 persons each km^2, primary schools are set up with six study rooms for the six grades of education.

Ibtidaiyah Islamic schools. An Ibtidaiyah Islamic School (IIS) is an educational institution of the same level as a primary school conducting a study of the Islamic religion as a subject as well as general subjects of instruction. The Certificate or Diploma of IIS has the same value as that of primary schools. A student of an IIS may transfer to a primary school and its graduates may continue their studies at junior high schools. The duration of study at IIS may be extended from six years to seven years or by adding the periods of lessons of each day outside the periods stipulated in the curriculum.

SD Pamong. 'Pamong' is an abbreviation of 'Pendidikan Anak oleh Masyarakat Orangtua dan Guru' (Education of Children by the Society of Parents and Teachers). The significance of these schools is the participation of parents and the society generally, who assist by furnishing places of study and who participate in the learning process.

The SD Pamong are established at places where there are children of 7-12 years of age, either not attending or having dropped out of school. They also have grades I to VI. The study activities may take place in the day-time, in the afternoon, or in the evening, as desired by the parents and children so as not to disturb other economic activities. In isolated areas the learning/teaching activities may take place in the houses of the population at certain times in accordance to the children's spare time.

Primary school teachers or tutors from the community, run a programme called the Kejar programme using learning packages or modules.

Special schools. There are special schools for the blind, deaf, mentally handicapped, the physically handicapped, and maladjusted children. Some schools cater for all kinds of disability but most take only students with one particular kind of disability. Teachers are graduates from the Special College of Teachers' Education, Bachelor of Arts from the Institute of Teachers' Education, majoring in Special Education, or a Diploma Programme, majoring in Special Education.

Integrated primary schools. The pupils of integrated primary schools consist of normal children and disabled children. The staff consists of normally trained and specially trained teachers working together with classes.

Education for girls. There is no difference between girls and boys in access to education. In the academic year 1980-1981, boys comprised 53.8 per cent of the total students and girls 46.2 per cent. Girls and boys go to the same school as there is no institution at the primary level which teaches boys and girls separately. However, there are special subjects taught mainly to girls such as cooking and sewing.

Education at the rural areas. Rural areas cover 80 per cent of the total areas so education in the rural areas is very important.

The education programme is planned in conformity with the community needs, aimed at making the village productive and keeping the graduates of primary school in their own village.

Education in the remote areas. The two factors that determine whether a certain place is a remote area are its distance from a learning centre and the small number of its population. The government provides different kinds of schools for 7-12 year old children based on the following considerations:

a) A location with between 10 to 60 children aged 7-12. This is an area which could be reached by children aged 7-12 within a radius of approximately 3 km. Small schools are built to accommodate these children.

b) Location with less than ten children aged 7-12. The Government provides different kinds of schools:

   i) *SD Pamong.* One primary school is designated to be the centre of activities and teachers of the designated school come to the location two or three times a week. Each child learns using a module, assisted by his parents or any other person who acts as a tutor.

   ii) *Dormitories.* The Government provides dormitories to accommodate the children who live in areas more than 3 km from learning centres/primary schools. Both the Government and private sectors build these dormitories.

   iii) *Radio.* Educational broadcasts are provided by the Centre of Communication Technology of the Department of Education and Culture.

c) Education is available for special groups comprising children who do not go to school because of the poor condition of their parents, they belong to nomadic tribes, or they are handicapped.

d) Children from poor families often assist their parents in earning money. They may join an SD Pamong or a learning group where they could learn at any time and any place without disturbing their daily activities.

e) In spite of the small number of nomadic tribes the government has provided education for them. The children of these tribes also join learning groups.

f) Functionally the responsibility for compulsory education lays with the Minister of Education and Culture. Operationally however, compulsory education is managed by the part-time working group for compulsory education established from central to village levels.

In the Department of Education and Culture there is a Sub-Directorate of the Development of Compulsory Education having the following sections: (a) publications; (b) data recording; (c) evaluation; and (d) programming.

Evaluation and monitoring activities are also carried out regularly at all levels, from central to village.

Drop-outs and repeaters

One of the obstacles in the implementation of compulsory education is the existence of repeaters and drop-outs. According to the regulations enacted, a student may only repeat twice during his whole primary education. A student who repeats more than twice will be treated specifically. It is assumed that the repeaters are 5 to 10 per cent for each grade. According to 1980 census the number of drop-outs in the 7-12 age group was 5.09 per cent for each grade. Most repeaters are incapable students, while drop-outs are affected by socio-economic, socio-cultural factors and other factors.

Realizing that the repetitions and drop-outs will hamper the implementation of compulsory education, the Government agrees that parents and teachers of both repeaters and drop-outs should be given some guidance. Teachers should assist students and advise their parents that they should provide a better environment for learning so that their children may finish their study up to the grade VI and get their certificates. Teachers should be able to identify in advance who will repeat or drop-out and the reasons for it. Guidance should be prepared for teachers to assist them identify those who might repeat or drop-out; find the causes; give assistance and lessen the number of repeaters and drop-outs; and evaluate the success rate.

Providing an alternative place of study. The SD Pamong and Kejar programme provide a means for students to study at any time and place. Those who have finished their study either in the SD Pamong or the Kejar Programme are given chances to sit an equavalent primary school examination. With this arrang-ment it is expected that the drop-out problem could be overcome.

Teacher training

One of the reasons for drop-outs is the wrong attitude of teachers and parents. Some teachers do not teach interestingly while others frighten the students away. Some parents often tell their children that there is no benefit in going to school. To lessen the number of drop-outs because of these reasons a number of training courses have been conducted in various subjects designed for primary school teachers.

Other means to reduce the drop-out rate are the provision of improved educational facilities; the provision of schools near student residences; the requirement that to become a government official, one must have the primary school certificate; exemption from school fees for primary school students and the provision of fellowships.

Plan for improving the supply of teachers. In the implementation of compulsory education teacher provision is a decisive factor. At present those who could become primary school teachers should be graduated from General Teachers Training School at Secondary Level (SPG), Teachers Training School for Sport at the Secondary Level (SGO) and Teachers Training School for Religion at the Secondary Level (PGA).

Nationally there are adequate numbers of candidates for teacher training, however, their distribution is not even. In some provinces there are few teachers and in others there are too many teacher candidates. According to the experience it is not easy to move a primary school teacher from one area to another, because of the different traditions they have in each region.

To minimize this problem the Government will:

a) make all teacher education schools in each region of the same standard so that each province can meet the demand for teachers;

b) organize a crash programme by training general senior high school graduates to become primary schools teachers; and

c) provide fellowships for teacher education school students in remote areas.

Table 16. The provision of primary school teachers

Year	*General teachers*	*Sport and health teachers*
1983/1984	55,945	5,434
1984/1985	67,395	8,072
1985/1986	69,681	9,779
1986/1987	70,884	11,429
1987/1988	71,285	12,938
1988/1989	70,874	14,172
1989/1990	69,653	15,007

Table 16 shows the projection for teacher requirements up to 1990. There will also need to be 205 Public Teacher Training Schools, 395 Private Teacher Training Schools and 51 Teacher Training Schools for Sport and Health Education.

Plan for school building provision

By the beginning of Repelita IV there will be 24.7 million school-age children accommodated in primary schools. During Repelita IV the building of new schools and renovation of buildings will be continued including schools in the remote areas and special schools for the handicapped.

Language used as the medium of instruction

Bahasa Indonesia (the national language) is used as the medium of instruction in all schools. The Government has allowed schools wishing to do so to use local languages at the first three years of primary schools and Bahasa Indonesia from grade IV onwards. In some regions, however, there are a number of schools using Bahasa Indonesia as a medium of instruction from grade I.

Chapter Four

SIGNIFICANT NEW DEVELOPMENTS AND PROGRAMMES

In 1983, in co-operation with the National Development Planning Board, the Department of Education and Culture, Department of Internal Affairs, Finance Department and Department of Religion an overall data-processing exercise on basic educational institutes and their buildings was carried out.

Each school as an educational institute is provided with a School Statistics Number (NSS), and each of their school-buildings is provided with a Building Statistics Number (NSB). The respondents of the survey are all inspectors of Kindergartens Primary Schools throughout Indonesia. At the time this writing is made, the NSB 83 questionnaire forms already returned have reached 94 per cent. The criterion used to evaluate the preparation of compulsory education is the ratio of Pupil/Seat to Class/Teacher. On the basis of the latest primary school statistical result, an attempt has been made to estimate the position of each province. The results are shown in Tables 17 and 18. Each province has sufficient infrastructure and means to perform compulsory education.

The organization of primary schools in the traditional manner was incapable of responding to the demands of increased growth rate. An attempt has been made to supplement the primary schools, special schools and Ibtidaiyah Islamic Schools through the SD Pamong system which includes:

1. SD Pamong, Learning Centre Primary Schools Models with subjects for tuition in the form of modules;
2. SD Pamong, Learning Sub-Centre Primary School Models;
3. SD Pamong, SAC-PS Models with subjects for tuition in the form of Packet Books and Directions for Studying Packet Books;

Table 17. Students seats estimation primary school, MI and primary school + MI
(1984-1985)

Province	Students			Pupils Seats			Pupils/Seats		
	SD	MI	SD+MI	SD	MI	SD+MI	SD	MI	SD+MI
DKI Jakarta	1,076,582	89,992	1,166,574	728,341	85,924	814,265	1.48	1.05	1.43
Jawa Barat	4 778,283	935,412	5,713,695	5,030,488	707,268	5,737,756	0.95	1.32	1.00
Jawa Tengah	4,277,590	735,919	5,013,509	4,301,506	698,879	5,000,385	0.99	1.05	1.00
DI Yogyakarta	479,355	19,800	499,155	495,473	14,246	509,719	0.97	1.39	1.02
Jawa Timur	4,520,736	897,409	5,418,145	4,727,672	800,888	5,528,560	0.96	1.12	0.98
DI Aceh	451.969	100,436	552,405	494,437	65,100	559,537	0.91	1.54	0.99
Sumatera Utara	1 729.290	57,493	1,786,783	1,659,160	49,867	1,709,027	1.04	1.15	1.05
Sumatera Barat	660,586	23,022	683,608	651,717	21,863	673,580	1.01	1.05	1.01
Riau	386,906	30,584	417,490	452,942	28,364	481,306	0.85	1.08	0.87
Jambi	275,673	14,595	290,268	295,060	11,740	306,800	0.93	1.24	0.95
Sumatera Selatan	878,164	56,358	934,522	1,000,573	45,823	1,046,396	0.88	1.23	0.89
Bengkulu	169,826	17,662	187,488	778,854	12,863	191,717	0.95	1.37	0.98
Lampung	861,894	78,430	940,324	962,914	51,360	1,014,274	0.90	1.53	0.93
Kalimantan Barat	477,508	13,728	491,236	561,928	12,194	574,122	0.85	1.13	0.86
Kalimantan Tengah	179,446	15,279	194,725	205,780	13,340	219,120	0.87	1.15	0.89
Kalimantan Selatan	343,213	78,315	421,528	388,920	77,472	466,392	0.88	1.01	0.90
Kalimantan Timur	212,078	7,682	219,760	252,059	6,008	258,067	0.84	1.28	0.85
Sulawesi Utara	434,488	3,726	438,214	432,461	3,182	435,643	1.00	1.17	1.01
Sulawesi Tengah	270,916	11,052	281,966	272,849	10,250	283,099	0.99	1.08	1.00
Sulawesi Selatan	1,175,422	80,145	1,255,567	1,266,398	70,474	1,336,872	0.93	1.14	0.94
Sulawesi Tenggara	201,939	2,992	204,931	238,966	2,485	241,451	0.85	1.20	0.85
Maluku	262 584	11,353	273,937	250,256	11,047	261,303	1.05	1.03	1.05
Bali	480,559	6,216	486,775	500,589	6,050	506,639	0.96	1.03	0.96
Nusa Tenggara Barat	492 053	44,519	536,572	489,105	39,734	528,839	1.01	1.12	1.01
Nusa Tenggara Timur	539,707	8,183	547,890	528,245	7,752	535,997	1.02	1.06	1.02
Irian Jaya	203,622	948	204,570	224,915	925	225,840	0.91	1.02	0.91
Timor Timur	108,111	250	108,361	85,264	242	85,506	1.27	1.03	1.28
Indonesia	25,928 500	3,341,500	29,270,000	26,676,872	2,855,340	29,532,212	0.97	1.17	0.99

Data Source: Centre of Informatics – BPIK

4. SD Pamong, Village Council Hall Models with subjects for tuition in the form of modules;

5. SD Pamong, Village Council Hall Models with subjects for tuition in the form of Packet Books and Directions for Studying Packet Books;

6. Small Primary Schools with subjects for tuition in the form of Modules;

7. Packet Study Activities, which are prepared later on to undergo Primary School Competitive Examination (PSCE);

8. Packet A Study Activities with directions for means of livelihood education;

Table 18. Ratio of class to teachers primary school, MI, and primary school + MI *(1984-1985)*

Province	Classes			Teachers			Classes/Teachers		
	SD	MI	SD + MI	SD	MI	SD + MI	SD	MI	SD + MI
DKI Jakarta	27,320	3,951	31,271	29,062	4,060	33,122	0.94	0.97	0.94
Jawa Barat	145,843	39,943	185,786	142,628	39,673	182,301	1.02	1.01	1.02
Jawa Tengah	144,391	33,350	177,741	160,813	33,663	194,476	0.90	0.99	0.91
DI Yogyakarta	16,399	1,183	17,582	19,053	1,275	20,328	0.86	0.93	0.86
Jawa Timur	136,749	38,716	175,465	156,889	38,414	195,303	0.87	1.01	0.90
DI Aceh	14,914	5,093	20,007	18,890	3,736	22,626	0.79	1.36	0.88
Sumatera Utara	58,188	6,170	64,358	65,899	5,981	71,880	0.88	1.03	0.90
Sumatera Barat	22,347	1,755	24,102	26,296	1,767	28,063	0.85	0.99	0.86
Riau	13,660	1,225	14,885	14,704	1,263	15,967	0.93	0.97	0.93
Jambi	10,235	2,076	12,311	13,420	2,065	15,485	0.76	1.01	0.80
Sumatera Selatan	26,808	2,780	29,588	31,903	2,343	34,446	0.84	1.09	0.86
Bengkulu	4,776	1,136	5,912	6,832	866	7,698	0.70	1.31	0.77
Lampung	25,895	2,911	28,806	28,020	2,481	30,051	0.92	1.17	0.94
Kalimantan Barat	16,395	786	17,181	19,127	662	19,789	0.86	1.19	0.87
Kalimantan Tengah	8,063	747	8,810	9,308	551	9,859	0.87	1.36	0.89
Kalimantan Selatan	13,293	4,272	17,565	17,419	3,812	21,231	0.76	1.12	0.83
Kalimantan Timur	8,127	393	8,520	10,884	394	11,278	0.75	1.00	0.76
Sulawesi Utara	17,222	262	17,484	19,860	217	20,077	0.87	1.21	0.87
Sulawesi Tengah	10,034	1,393	11,427	11,190	1,308	12,498	0.90	1.06	0.91
Sulawesi Selatan	39,841	4,596	44,437	42,579	4,304	46,883	0.94	1.07	0.95
Sulawesi Tenggara	7,081	340	7,421	8,548	356	8,904	0.83	0.96	0.83
Maluku	11,993	606	12,599	10,982	436	11,418	1.09	1.39	1.10
Bali	15,137	232	15,369	16,819	223	17,042	0.90	1.04	0.90
Nusa Tenggara Barat	14,745	2,458	17,203	16,542	2,769	19,311	0.89	0.89	0.89
Nusa Tenggara Timur	19,140	438	19,578	21,542	405	21,947	0.89	1.08	0.89
Irian Jaya	10,686	59	10,745	9,076	61	9,137	1.18	0.97	1.18
Timor Timur	2,553	19	2,572	3,037	15	3,052	0.84	1.27	0.84
Indonesia	841,835	156,890	998,725	931,322	153,300	1,084,622	0.90	1.02	0.92

Data Source: Centre of Informatics – BP3K

9. Laboratory Elementary Schools;

10. Integrated Elementary Schools.

The main characteristics meant to be developed in organizing such alternative primary schools are: the teacher can teach several classes simultaneously so that fewer teachers are needed at school. Besides teachers, the learning/teaching process can be performed by the society or the pupil's parents or his senior class-fellow as a tutor, the time to learn should be flexible, the subjects for tution should use modules, and the study hall should not be tied down to the school-building.

Teacher Training Institute Laboratory Primary Schools

The characteristics of these schools activities are research and development, centred on looking for and finding suitable means to carry out the functions of educational methods. The means for carrying out those functions are looked for, developed, put to the test, evaluated and perfected.

The means being throughly examined and developed for the implementation of educational functions are:

a) perfection of methods of teaching by means of modules;

b) the perfection of the implementation of the complete study principle. This programme of perfection covers means enabling the implementation of a complete study principle in a reasonable manner by way of providing each module with diagnostic tests, remedial programmes, enrichment programmes and other means supporting the implementation of the complete study principle;

c) preparation and implementation of comprehensive evaluation;

d) further developments of administrative means for the implementation of the continously progressing principle;

e) the development of a programmes of guidance and enlightenment; and

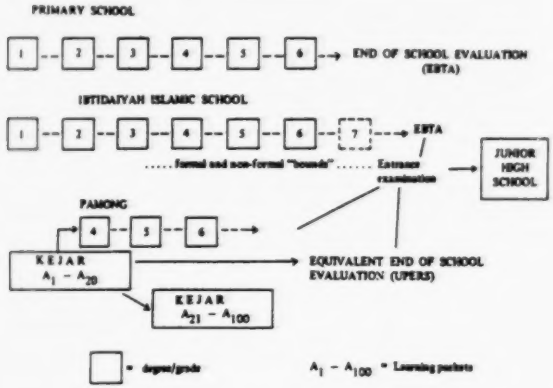
f) the development of terminal educational programmes.

Formal and non-formal education within the frame of compulsory education

Sometimes it is difficult to draw a sharp distinction between formal education and non-formal education. Compulsory education, although it will only be implemented for children in the age group 7-12 years, constitutes an arduous and complex task. Based on the preparations performed by the Government so far and supported by various facts and problems encountered, compulsory education will be conducted both through channels of formal and non-formal education. The connection between both channels as referred to is depicted in Figure 3. This seems to have been successful

but what still constitutes a problem is whether those who have passed through UPERS obtain the same right as those passed through the EBTA.

Figure 3. Compulsory education through formal and non-formal education



There is an opinion that those who have passed through EBTA should be allowed to continue their studies to Junior High Schools, while those, who have passed through UPERS, should not be allowed to continue their studies. This matter may create the impression that there are two kinds of school-certificates at the level of primary education. In order to remove such an impression, those who will continue their studies to Junior High Schools, are obligated to go in for their entrance examinations.

Primary school administration

The Headmaster is the educational administrator in the environment of the school managed by him. In performing his task the Headmaster is assisted by teachers and other staff.

As an administrator a Headmaster is obligated to perform assignments covering planning, organizing, directing, co-ordinating, supervising and evaluating the entire educational activities in his school environment. Up to this moment Primary Schools have no special employees for administrative work. The Headmaster assigns several teachers to perform administrative tasks. At several primary schools, particularly private primary schools, of which the number

of pupils is large, they appoint honorary administrative staff. The administrative task covers the arrangement of: (a) the learning/teaching process; (b) office administration; (c) pupils; (d) personnel affairs; (e) equipment; (f) financial affairs; (g) libraries; (h) the implementation of guidance and enlightenment; and (i) public relations.

A Special Team, the members of which come from the Department of Education and Culture, Department Internal Affairs, and the Department of Finance, are at present dealing with the uniformity of primary school administration.

The implementation of the uniformity of the Primary School administration will be arranged by a decree of the Minister of Education and Culture and the Minister of Internal Affairs. This will facilitate the method of reporting, enrich the types of data available at each school, and raise the quality of data/information for various needs.

A Planning and Programming Subsection is to be added to the Department of Education and Culture in the regions. The subdistricts level will have the addition of a Data and Statistics Subsection.

Approximately two years ago school-mapping activities were initiated. School Statistical Numbers and Building Statistical Numbers for Primary Schools and Ibtidaiyah Islamic Schools were consequently provided. Both activities are now being developed toward micro-planning In that way, the planning, which is more from top to bottom, can gradually be well-balanced with the planning from bottom to top.

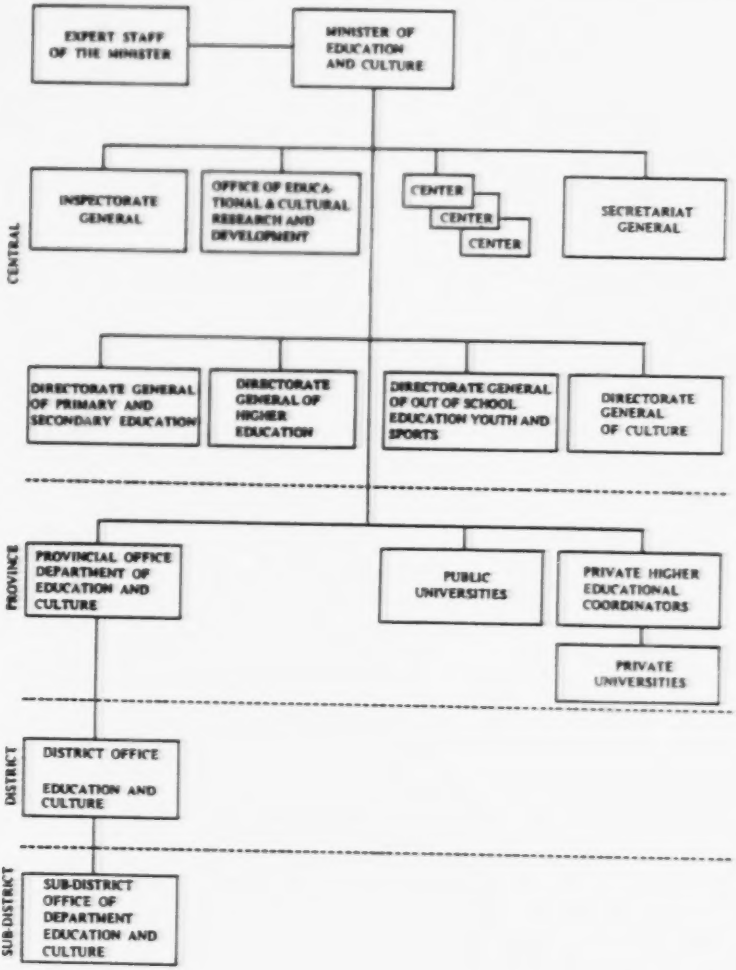
Method of promotion and appointment in teacher functional posts

One of the undertakings to raise the quality of teachers, now being put to the test, is the perfection of the Method of Career and Teacher Performance Development Ranking Ladder. This ladder has been created as a basis for teacher career development.

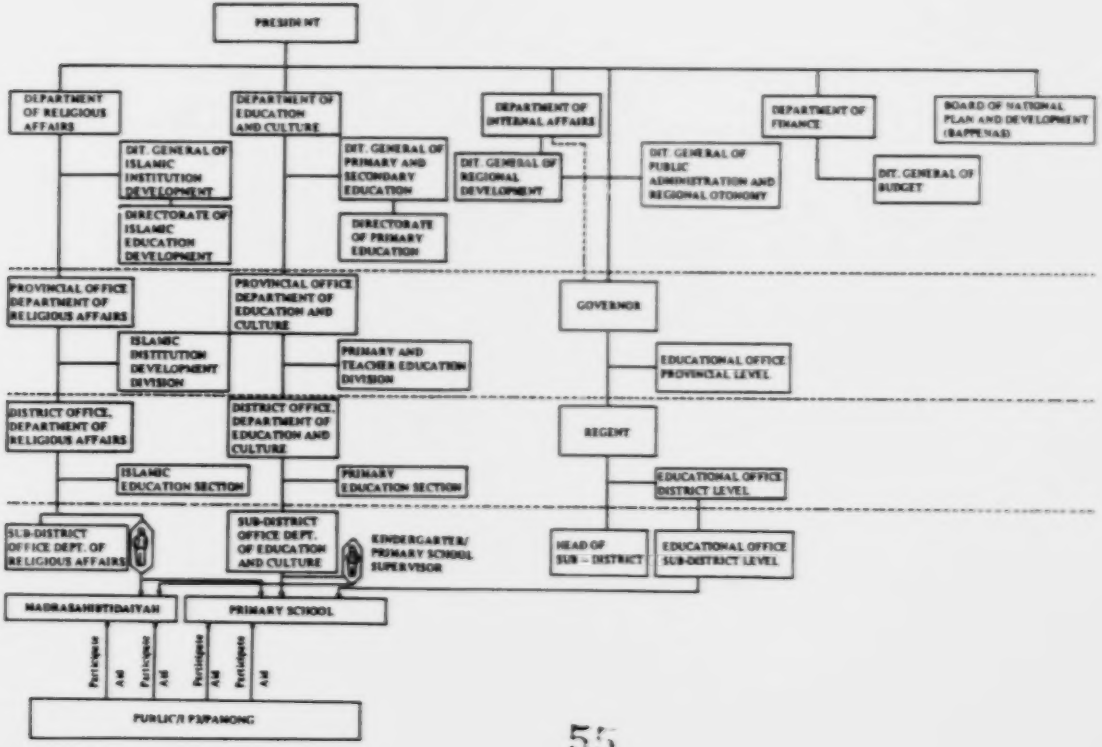
Areas to be examined and developed in the Method of Promotion and Appointment In Teacher Functional Posts are included the method of evaluating work performance; retaining high quality teachers evenly spread throughout primary education; and finding teachers who are prepared to be placed in isolated regions.

ANNEX

Annex Figure I. Organizational Structure, Department of Education and Culture.



Annex Figure II. Primary education management (primary school and madrasah istidaiyah) in Indonesia


PRESIDENT
DEPARTMENT OF RELIGIOUS AFFAIRS
DEPARTMENT OF EDUCATION AND CULTURE
DEPARTMENT OF INTERNAL AFFAIRS
DEPARTMENT OF FINANCE
BOARD OF NATIONAL PLAN AND DEVELOPMENT (BAPPENAS)
DIT. GENERAL OF ISLAMIC INSTITUTION DEVELOPMENT
DIT. GENERAL OF PRIMARY AND SECONDARY EDUCATION
DIT. GENERAL OF REGIONAL DEVELOPMENT
DIT. GENERAL OF PUBLIC ADMINISTRATION AND REGIONAL OTONOMY
DIT. GENERAL OF BUDGET
DIRECTORATE OF ISLAMIC EDUCATION DEVELOPMENT
DIRECTORATE OF PRIMARY EDUCATION
PROVINCIAL OFFICE DEPARTMENT OF RELIGIOUS AFFAIRS
PROVINCIAL OFFICE DEPARTMENT OF EDUCATION AND CULTURE
GOVERNOR
ISLAMIC INSTITUTION DEVELOPMENT DIVISION
PRIMARY AND TEACHER EDUCATION DIVISION
EDUCATIONAL OFFICE PROVINCIAL LEVEL
DISTRICT OFFICE, DEPARTMENT OF RELIGIOUS AFFAIRS
DISTRICT OFFICE, DEPARTMENT OF EDUCATION AND CULTURE
REGENT
ISLAMIC EDUCATION SECTION
PRIMARY EDUCATION SECTION
EDUCATIONAL OFFICE DISTRICT LEVEL
SUB-DISTRICT OFFICE DEPT. OF RELIGIOUS AFFAIRS
SUB-DISTRICT OFFICE DEPT. OF EDUCATION AND CULTURE
KINDERGARTEN/ PRIMARY SCHOOL SUPERVISOR
HEAD OF SUB – DISTRICT
EDUCATIONAL OFFICE SUB-DISTRICT LEVEL
MADRASAHISTIDAIYAH
PRIMARY SCHOOL
Participate
Aid
PUBLIC/I P3PAMONG

Annex Table Ia
Percentage of total schools by number of teachers, including headmasters (1974-1976)

Number of Teachers per school (Including Headmaster)	*1974*	*1975*	*1976*
1	2,6	2,6	2,8
2	4,5	4,7	2,8
3	6,2	7,4	7,9
4	8,9	10,1	10,3
5	11,7	13,5	10,4
6	15,6	15,1	14 8
7	15,7	15,5	15,9
8	12,4	10,6	11,9
9	8,1	7,3	7,6
10	5,1	5,5	5,7
11	3,5	2,7	2,5
≥ 12	5,7	5,0	4,8

Data Source: Primary School Statistics BP3K 1974-1976

Annex Table Ib
Percentage of total schools by number of pupils (1974-1976)

Number of Pupils per School	*1974*	*1975*	*1976*
≤50	5,1	3,6	4,1
51 – 100	12,9	12,5	13,8
101 – 150	21,6	19,3	19,3
151 – 200	24,0	22,2	21,7
201 – 250	17,2	17,9	17,9
251 – 300	9,1	11,2	10,9
301 – 350	4,4	6,2	5,8
351 – 400	2,4	3,1	2,9
401 – 450	1,3	1,7	1,6
451 – 500	0,7	0,9	0,8
501 – 600	0,6	0,8	0,7
≥601	0,7	0,7	0,5

Data Source: Primary School Statistics BP3K 1974-1976

Annex Table II. Public expenditure on primary education
(1981-1982)

A. Current expenditure			
i) Teachers' salaries	.....	Rp.	645,869,198,424,–
ii) Administration and supervition			
iii) Teachers/supervisor training	.....	Rp.	46,600,000,000,–
iv) Other			
Total of A	.....	Rp.	692,469,198,424,–
B. Capital expenditure			
i) School building	.....	Rp	364,503,300,000,–
ii) Equipment			
Total of B	.....	Rp.	364,503,300,000,–
Grand total of A & B	.....	Rp.	1.056,972,498,424,–

Annex Table III. Net enrolment and gross enrolment ratio primary school level
(1980-1981)

No.	Provinces	Population 7-12 age	Number of pupils 7-12 age prima + MI	N/Enr (per cent)	Number of pupils prima + MI	G/Enr (per cent)
(1)	(2)	(3)	(4)	(5) = (4/5 x 100%)	(6)	(7) = (6/7 x 100%)
01.	DKI Jakarta	922,651	841,204	91.1	1,049,094	113.7
02.	Jawa Barat	4,811,272	3,996,313	83.1	5,042,584	104.8
03.	Jawa Tengah	4,203,648	3,654,892	86.9	4,479,329	106.6
04.	DI Yogyakarta	418,522	394,895	94.3	476,938	114.0
05.	Jawa Timur	4,606,388	4,000,787	86.9	4,852,273	105.3
06.	DI Aceh	483,281	401,420	86.3	490,803	105.5
07.	Sumatera Utara	1,518,721	1,334,287	87.8	1,594,156	105.0
08.	Sumatera Barat	586,758	524,208	89.3	613,624	104.6
09.	Riau	355,328	287,885	81.0	345,824	97.3
10.	Jambi	250,461	189,717	75.7	224,258	89.5
11.	Sumatera Selatan	797,638	661,361	82.9	793,087	99.4
26.	Bengkulu	136,829	113,485	82.9	140,982	103.0
12.	Lampung	856,203	690,801	80.7	773,549	90.3
13.	Kalimantan Barat	420,794	294,696	70.0	386,413	91.8
14.	Kalimantan Tengah	164,255	135,656	82.6	168,191	102.4
15.	Kalimantan Selatan	362,087	299,022	82.6	363,052	100.3
16.	Kalimantan Timur	193,978	152,462	78.6	185,608	95.7
17.	Sulawesi Utara	359,283	326,028	90.7	399,271	111.1
18.	Sulawesi Tengah	224,079	197,899	88.3	238,179	106.3
19.	Sulawesi Selatan	1,076,087	857,365	80.1	1,073,824	100.4
20.	Sulawesi Tenggara	175,772	150,113	85.4	177,450	101.0
21.	Maluku	235,449	199,804	84.9	236,338	100.4
22.	Bali	425,913	370,094	86.9	431,647	101.3
23.	Nusa Tenggara Barat	489,876	365,602	74.6	431,329	88.0
24.	Nusa Tenggara Timur	458,172	366,540	80.0	472,229	103.1
25.	Irian Jaya	183,039	122,676	67.0	159,111	86.9
27.	Timor Timur	101,630	44,997	44.3	65,046	64.0
	Indonesia	24,793,921	20,974,207	84.6	25,664,189	103.5

Data Source: Population Census L3 Serial

Annex Table IV. Age, Sex, grade distribution of pupils enrolled in all grades of primary education

(1977)

Age	*Grade*							*Per cent*
	I	*II*	*III*	*IV*	*V*	*VI*	*Total*	
6	704						704	4.1
7	1,851	483					2,334	13.5
8	1,140	1,412	316				2,868	16.6
9	442	1,019	1,070	255			2,786	16.1
10	131	536	940	824	184		2,615	15.2
11	42	200	497	759	616	155	2,269	13.1
12	17	70	204	440	595	515	1,841	10.7
13	4	21	68	185	346	483	1,107	6.4
14		6	23	69	186	389	673	3.9
15			2	5	13	30	50	0.3
over 15				2	4	12	18	0.1
Total	4,331	3,747	3,120	2,539	1,944	1,584	17,265	100.0

Data Source: School Statistics – BP3K – 1977

SELECTED APEID PUBLICATIONS
RELATING TO UNIVERSALIZATION OF PRIMARY EDUCATION

* *Universalizing education: linking formal and non-formal programmes; report. 1979.*
* *Universalizing education: strategies for development and use of instructional materials; report. 1979.*
* *Universalizing education: selected innovative experiences: new techniques for preparing educational personnel. 1980.*
* *New personnel profiles in relation to changes in society and educational systems. 1980.*

  In-service teacher education: developing innovatory strategies and instructional materials; report. 1980.
* *Designing instructional materials for general education and teacher training: a portfolio of experiences in Asia and Oceania. 1980.*
* *Preparing educational personnel: training methodologies based on locally available learning resources; report. 1980.*

  Linking science education in real-life; curriculum design, development and implementation; report. 1980.

  Towards better health and nutrition; report. 1981.

  Social changes and new profiles of educational personnel; national studies: India, Nepal, Philippines, Republic of Korea. 1981.

  Report of the study group meeting on evaluation and development of innovative methods of teaching with reference to problems of multiple classes and disadvantaged groups. 1981.

  Integrating subject areas in primary education curriculum – a joint innovative project; report. 1982.

  Distance learning for teacher education; report. 1982 (3 vols.)

  Multiple class teaching and education of disadvantaged groups; national studies: India, Sri Lanka, Philippines, Republic of Korea. 1982.

  Learning needs and problems in primary education; report. 1983 (2 vols).

  Training of educational personnel for integrated curriculum; report. 1984.

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* Out of stock.

The Asian Programme of Educational Innovation for Development (APEID) has as its primary goal to contribute to the building of national capabilities for undertaking educational innovations linked to the problems of national development, thereby improving the quality of life of the people in the Member States.

All projects and activities within the framework of APEID are designed, developed and implemented co-operatively by the participating Member States through over one hundred national centres which they have associated for this purpose with APEID.

The 24 Member States participating in APEID are Afghanistan, Australia, Bangladesh, China, Fiji, India, Indonesia, Iran, Japan, Lao People's Democratic Republic, Malaysia, Maldives, Nepal, New Zealand, Pakistan, Papua New Guinea, Philippines, Republic of Korea, Samoa, Singapore, Socialist Republic of Viet Nam, Sri Lanka, Thailand and Turkey.

Each country has set up a National Development Group (NDG) to identify and support educational innovations for development within the country and facilitate exchange between countries.

The Asian Centre of Educational Innovation for Development (ACEID), an integral part of the Unesco Regional Office for Education in Asia and the Pacific in Bangkok, co-ordinates the activities under APEID and assists the Associated Centres (AC) in carrying them out.

The eight programme areas under which the APEID activities are organized during the third cycle (1982-1986) are:

1. Universalization of education: access to education at first level by both formal and non-formal means;
2. Education for promotion of scientific and technological competence and creativity;
3. Education and work;
4. Education and rural development;
5. Education and urban development;
6. Educational technology with stress on mass media and low-cost instructional materials;
7. Professional support services and training of educational personnel;
8. Co-operative studies, reflections and research related to educational development and future orientations.